

PUBLICATIONS AND SCHOLARLY PRESENTATIONS

PUBLICATIONS

Books & Special Volumes

Wong, W., & Barcroft, J. (Eds.). (forthcoming). *The Routledge handbook of second language acquisition and input processing*. Routledge.

Leeser, M., Keating, G. & **Wong, W.** (Eds.). (2021). *Research on second language processing and processing instruction: Studies in honor of Bill VanPatten*. John Benjamins.

Wong, W. (2005). *Input enhancement: From Theory and Research to the Classroom*. McGraw-Hill.

Benati, A., VanPatten, B. & **Wong, W.** (2005). *L'Approccio processing instruction: tra teoria e sperimentazione nell'acquisizione dell'italiano come lingua straniera*. Roma: Armando.

Textbooks

Wong, W., Weber-Fève, S., Lair, A. & VanPatten, B. (2020). *Encore: Intermediate French*, (2nd ed.). Cengage.

Wong, W., Weber-Fève, S., VanPatten, B., & Lair, A. (2019). *Liaisons: An introduction to French*, (3rd ed.). Cengage.

Wong, W., Weber-Fève, S., Lair, A. & VanPatten, B. (2016). *Encore: Intermediate French*, (1st ed.). Cengage.

Wong, W., Weber-Fève, S., Ousselin, E. & VanPatten, B. (2013). *Liaisons: An introduction to French*, (1st ed.). The first college level text for French that uses an input-to-output approach with activities that come out of my research on processing instruction and structured input. Cengage.

VanPatten, B. & **Wong, W.** (2012). *Liaisons*. A feature-length movie for the teaching of French. Cengage.

Articles in Refereed Peer Reviewed Journals

- Ito, K., & Wong, W. (2022). Sometimes less is more: The effects of phonetically variable input on auditory processing instruction for L2 French. *Studies in Second Language Acquisition*, 44, 1045-1070.
- Ito, K., & Wong, W. (2019). Processing instruction and the effects of input modality and voice familiarity on the acquisition of the French causative construction. *Studies in Second Language Acquisition*, 41, 443-468.
- Wong, W., & Ito, K. (2018). The effects of processing instruction and traditional instruction on L2 online processing of the causative construction in French: An eye-tracking study. *Studies in Second Language Acquisition*, 40, 241-268.
- Wong, W. (2015). Input, input processing, and output: A study with discourse-level input and the French causative. *IRAL (International Review of Applied Linguistics)*, 53, 181-202.
- Wong, W. & Pyun, D. O. (2012). The effects of sentence writing on L2 French and Korean lexical retention. *The Canadian Modern Language Review* 68, 164-189.
- Simard, D. & Wong, W. (2004). Language awareness and its multiple possibilities for the L2 classroom. *Foreign Language Annals*, 37, 96-110.
- Wong, W., & VanPatten, B. (2004). Beyond experience and belief (or, Waiting for the evidence): A reply to Leaver et al.'s "Apples and Oranges." *Foreign Language Annals*, 37, 133-142.
- Wong, W. & VanPatten, B. (2003). The Evidence is IN: Drills are OUT. *Foreign Language Annals*, 36, 403-423.
- Wong, W. (2003). Textual enhancement and simplified input: Effects on L2 comprehension and acquisition of non-meaningful grammatical form. *Applied Language Learning*, 13, 109-132.
- Wong, W. (2002). Linking form and meaning: Processing Instruction. *The French Review*, 76, 236-264.
- Simard, D., & Wong, W. (2001). Alertness, orientation and detection: The conceptualization of attentional functions in SLA. *Studies in Second Language Acquisition*, 23, 103-124.
- Wong, W. (2001). Modality and attention to meaning and form in the input. *Studies in Second Language Acquisition*, 23, 345-368.
- Wong, W., & Simard, D. (2001). La saisie: Cette grande oubliée! *La Revue AILE (Acquisition et Interaction en Langues Étrangères)*, 14, 59-86.

Articles in Professional Journals

Wong, W. (2009). Améliorer l'attention des apprenants L2 grâce à la mise en évidence textuelle: données provenant d'une étude sur le suivi du regard. *Réflexions*, 28, 19-20.

Chapters in Books & Special Volumes

Wong, W. (forthcoming). Input enhancement: Issues in research and application. In A. Benati (Ed.), *Language teaching and pedagogy*. Bloomsbury.

Wong, W. (forthcoming). Processing instruction and structured input. In W. Wong & J. Barcroft (Eds.), *Routledge handbook of second language acquisition and input processing*. Routledge. [peer reviewed]

White, J., & **Wong, W.** (forthcoming). The lexical preference principle. In W. Wong & J. Barcroft (Eds.), *Routledge handbook of second language acquisition and input processing*. Routledge. [peer reviewed]

Wong, W., Ito, K., & Glimois, L. (2021). Processing instruction and the French causative and passive constructions: Examining transfer-of-training effects using eye-tracking. In M. Leeser, G. Keating & W. Wong (Eds.), *Research on second language processing and processing instruction: Studies in honor of Bill VanPatten* (pp. 261-293). John Benjamins. [peer reviewed]

Leeser, M. J., Keating, G. D., & **Wong, W.** (2021). Input processing in second language acquisition: The pioneering work of Bill VanPatten. In M. J. Leeser, G. D., Keating, & W. Wong (Eds.), *Research on second language processing and processing instruction: Studies in honor of Bill VanPatten* (pp. 3–24). John Benjamins.

Wong, W. (2017). Input vs intake. *TESOL Encyclopedia of English Language Teaching*. John Wiley. [peer reviewed]

Wong, W., & Simard, D. (2015). *Focus on Form in Language Instruction*. Routledge/Taylor & Francis Group.

Wong, W. (2013). Input and output in SLA: Applying theories of mental representation and skill. In J. Schweiter (Ed.), *Innovative research and practices in second language acquisition and bilingualism* (pp. 19-36). John Benjamins Publishing. [peer reviewed]

Barcroft, J. & **Wong, W.** (2013). Input, input processing, and L2 instruction. In J. Herschensohn & M. Young-Scholten (Eds.), *The Cambridge Handbook of Second Language Acquisition* (pp. 627-647). CUP. [peer reviewed]

- Wong, W.** (2010). The effects of discourse level SI activities on the French Causative. In J. F. Lee and A. Benati (Eds.), *Processing Instruction and discourse level input* (pp. 198-216). Continuum Press. [peer reviewed]
- Wong, W.** (2008). Rethinking a focus on grammar – From Drills to Processing Instruction (Structured Input) and meaningful output: Data from the French subjunctive. In J. Watzinger-Tharp and S. Katz (Eds.), *Conceptions of L2 Grammar: Theoretical Approaches and their Application in the L2 Classroom* (pp. 72-92). AAUSC Volume 2008. Cengage. [peer reviewed]
- Wong, W.** (2007). Processing instruction as input enhancement. In C. Gascoigne (Ed.), *Assessing the impact of input enhancement in second language education* (pp. 89-106). New Forums Press. [peer reviewed]
- VanPatten, B. & **Wong, W.** (2004). Processing instruction and the *faire causatif* in French: A replication. In B. VanPatten (Ed.), *Processing Instruction: Theory, research and commentary* (pp. 97-118). Lawrence Erlbaum. [peer reviewed]
- Wong, W.** (2004). Processing instruction in French: The roles of explicit information and structured input. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary* (pp. 183-205). Lawrence Erlbaum Associates. [peer reviewed]
- Wong, W.** (2004). The nature of processing instruction. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary* (pp. 33-63). Lawrence Erlbaum Associates. [peer reviewed]

Conference Proceedings

- Wong, W., & Diallo, T.** (in press). Diversifying processing instruction for diverse learners. *Proceedings of the 10th Meeting on Language Teaching*. Université du Québec à Montréal.
- Wong, W., & Barcroft, J.** (2020). *Repeat after me or not?* Choral repetition and L2 vocabulary learning. *Proceedings of the 2019 rencontre sur l'enseignement des langues*. University of Quebec in Montreal, Montreal.

Book Reviews

- Wong, W.** (2007). Review of the book *Introducing Second Language Acquisition*, by M. Saville-Troike, 2006. *French Review*, 80, 697-698.

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Wong, W. (2002). Review of the book *New perspectives on grammar teaching in second language classrooms* by E. Hinkel & S. Fotos (Eds.), 2002. *Language Awareness*, 11, 295-298.

Special Materials

Student quizzes and activities for Chapters 1-7 for “*Making Communicative Language Teaching Happen (2nd Ed)*” (Lee & VanPatten). McGraw-Hill, 2003.

Other Publications

W. Wong. (1998). Performer of *la chanson québécoise* is passionate defender of French in Quebec. *The French Connection*, p. 4.

W. Wong. (1997). Richard Séguin: Canadian Separatist Finds Answers in Music. *The Octopus*, p. 12.

PRESENTATIONS

Invited Lectures/Keynote

“Les comédies musicales: Petits trésors de la francophonie.” Invited speaker. Collège Mérici, Québec, Canada, September 16, 2022.

“Processing Instruction: Building bridges between theory, research, and classroom practice. Invited talk for the Foreign Language Learning Colloquium Speaker Series Lecture. Washington University in Saint Louis, MO, November 6, 2017.

“Investigating the effects of structured input and discourse level tasks.” Invited talk given at the symposium *Processing Instruction: Twenty years of theory, research, and application*. University of Greenwich, London, UK, September 4, 2013.

“The Roles of Input and Output in Second Language Acquisition & Communicative Language Teaching.” Invited talk for the Department of Romance Languages, Harvard University, Boston, MA, August 25, 2011.

“Enhancing L2 French Learners Attention to Prepositions: An Online Study of Textual Enhancement.” Invited paper for the inaugural colloquium *Bilingualism in a Plurilingual Canada: Research and Implications*, Ottawa, Canada, June 19-20, 2008.

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“Input Enhancement: Theory, Research, and Classroom Practice.” Invited talk for the Quentin Johnson Memorial Lecture Series at Iowa State University, Ames, IA, October 24, 2007.

“Enseigner la grammaire à travers le Processing Instruction.” Invited symposium speaker for the annual meeting of the American Association for Applied Linguistics, Montreal, Canada, June 17-20, 2006.

“Structured Input: Grammar Activities for the Foreign Language Classroom.” Invited keynote talk for the annual meeting of the American Association for Teachers of Korean, Princeton/Rutgers University, June 22-24, 2006.

“Input Enhancement: From Theory and Research to the Classroom.” Invited talk for the Department of French, The University of Illinois at Urbana-Champaign, Urbana, Illinois, October 22, 2004.

Conference Presentations (National and International)

“Transgender voices in the second language classroom” (with Alex Fulkerson). Meeting of the Quebec Conference on Language Learning and Teaching (QLLT). Québec, QC : Canada, Aug. 17-18, 2023.

“Nourir le plaisir d’apprendre en FLS à travers des interactions authentiques: Échanges avec des personnes touchées par la migration forcée” (with Kate Schlosser & Thierno Diallo). Annual meeting of l’Association québécoise des enseignants de français langue seconde (AQEFLS). (online) Canada, April 27, 2023.

“Processing instruction for ESL through plurilingual lenses.” Annual meeting of the Société pour le perfectionnement de l’enseignement de l’anglais langue seconde au Québec (SPEAQ). Lévis, QC: Canada, Nov 17-18, 2022.

“Enhancing meaning-based instruction with structured input.” Annual meeting of the Canadian Association for Applied Linguistics. (online) Canada, May 13-15, 2022.

“Diversifying processing instruction for diverse learners” (with Thierno Diallo). Annual Meeting on Language Teaching (MELT) conference. The University of Quebec in Montreal, Montreal, Canada, April 27, 2022.

“Effect of phonetically variable input for L2 syntactic processing: benefit of short intervention to learn French causative structure” (with Kiwako Ito, first author). Annual Meeting of Architectures and Mechanisms for Language Processing. Paris, France, September, 2021.

“The effect of auditory input and voice familiarity on L2 listening comprehension and the processing of grammatical forms: an eye-tracking study.” Annual Meeting on Language Teaching (MELT) conference. The University of Quebec in Montreal, Montreal, Canada, May 21-22, 2019.

- “Efectos de la producción (output) con versus sin acceso al significado durante el aprendizaje de vocabulario en segundas lenguas.” Annual Meeting on Language Teaching (MELT) conference. The University of Quebec in Montreal, Montreal, Canada, May 21-22, 2019.
- “The effect of auditory Processing Instruction training on the acquisition of the French Causative: An Eye-tracking Study.” The Second Language Research Forum (SLRF). The University of Quebec in Montreal, Montreal, Canada, October 26-28, 2018.
- “Je vous entends chanter! Discovering Quebec and enhancing oral proficiency through la chanson québécoise.” Annual Meeting on Language Teaching (MELT) conference. The University of Quebec in Montreal, Montreal, Canada, May 24-25, 2018.
- “L2 Online Processing of the French Causative: An Eye-tracking Study.” The Second Language Research Forum (SLRF). The Ohio State University, Columbus, OH, October 13, 2017.
- “The Role of Articulation in Language Learning” (with Stacey Weber-Fève and Anne Lair). Paper delivered at the Annual Convention of the American Association for the Teaching of Foreign Languages (ACTFL), Boston, MA, November 19, 2016.
- “Culture in 3-D: Book, film, and beyond revisited.” Paper delivered at the Annual Convention of the American Association of Teachers of French, Saguenay, Quebec, July 8-11, 2015.
- “Culture in 3-D: Book, film, and beyond” (with Stacey Weber-Fève and Anne Lair). Paper delivered at the Annual Convention of the American Association for the Teaching of Foreign Languages, San Antonio, Texas, November 22, 2014.
- “Film for Language Development and Language Awareness” (with B. VanPatten and S. Weber-Fève). Paper delivered at the Annual Convention of the American Association of the Teaching of Foreign Languages, Orlando, FL, November 23, 2013.
- “Repetez s’il vous plaît or not: Choral Repetition and L2 Vocabulary Learning.” Paper delivered at the annual meeting of the Association for Language Awareness, Montreal, Canada, July 8-11, 2012.
- “Play, Pause, Record, Playback: Film for Developing and Assessing Language Awareness.” Paper delivered at the annual meeting of the Association for Language Awareness, Montreal, Canada, July 8-11, 2012.
- “Beyond Soda and Popcorn: Using Film to Promote Language Development” (with B. VanPatten and S. Weber-Fève). Paper delivered at the Annual Convention of the American Council of the Teaching of Foreign Languages, Denver, CO, November 19, 2011.
- “Making Form-Meaning Connections in the French Classroom: Structured Input as Grammar Instruction” (with S. Weber-Fève & B. VanPatten). Paper delivered at the annual

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convention of the American Association of Teachers of French, Montreal, CA, July 6-9, 2011.

“Beyond Soda and Popcorn: Using Film to Promote Language Development” (with S. Weber-Fève). Paper delivered at the annual convention of the American Association of Teachers of French, Montreal, CA, July 6-9, 2011.

“Exploring Quebec and the Francophone World Through Media Literacy” (with S. Weber-Fève & B. VanPatten). Paper delivered at the annual convention of the American Association of Teachers of French, Montreal, CA, July 6-9, 2011.

“Media Literacy: A Platform for Twenty-First Century Skills” (with Stacey Weber-Fève). Paper delivered at the annual convention of the American Council of the Teaching of Foreign Languages, Boston, MA, Nov. 19-21, 2010.

“The Effects of Sentence-Writing on L2 French and L2 Korean Lexical Acquisition.” Paper delivered at the annual meeting of the Second Language Research Forum (SLRF), East Lansing, MI, Oct. 29-Nov 1, 2009.

“Grammar instruction in French and TA training/teacher preparation.” Paper delivered at the annual convention of the American Association of Teachers of French (AATF), San Jose, CA, July 2-5, 2009.

“Investigating the Effects of Input- and Output-Oriented Enhancement Tasks: Structured Input Reading Activities and Text Reconstruction.” Paper delivered at the conference Second Language Processing and Parsing: State of the Science, Texas Tech University, Lubbock, TX, May 21-24, 2009.

“Eye Movement Patterns in Intermediate L2 French Readers.” Paper delivered at the annual meeting of the American Association for Applied Linguistics (AAAL), Washington DC., March 29-April 1, 2008.

“Enhancing the Learner’s Attention: An Online Study of Textual Enhancement.” Paper delivered at the annual meeting of the American Association for Applied Linguistics, Costa Mesa, CA. April 21-24, 2007.

“Grammar without Drills!” Paper delivered at the annual meeting of the Northeast Conference for the Teaching of Foreign Languages, New York, New York, March 30-April 2, 2006.

“Grammar Instruction as Structured Input: An Alternative to Drills for the French Classroom.” Paper delivered at the annual meeting of the American Association for Teachers of French, Quebec City, Canada, July 7-10, 2005.

“Structured Input: An Alternative to Drills.” Paper delivered at the annual meeting of the American Council for the Teaching of Foreign Languages, Chicago, Illinois, November 19-21, 2004.

- “Processing Instruction: An Alternative to Drills.” Paper delivered at the annual meeting of the American Council for the Teaching of Foreign Languages, Philadelphia, Pennsylvania, November 21-23, 2003.
- “Decreasing Attentional Demands in Input Processing: A Textual Enhancement Study” Paper delivered at the annual meeting of the Second Language Research Forum (SLRF), Toronto, Canada, October, 2002.
- “Recent Research on Processing Instruction: Data from French.” Paper delivered at the annual meeting of the American Association for Applied Linguistics, Salt Lake City, Utah, April 2002,
- “The Role of Explicit Information in Processing Instruction: Data from French.” February 2002, University of Illinois at Chicago Conference on Form-Meaning Connections in SLA, Chicago, Illinois.
- “Structured Input: Grammar for the Communicative Language Classroom.” Paper delivered at the Kentucky Foreign Language Conference, Lexington, Kentucky, April 2001.
- “Testing the limits of Processing Instruction: A Study with the *faire causatif* in French” (with B. VanPatten). Paper delivered at the annual meeting of the American Association for Applied Linguistics, St. Louis, Missouri, February 2001.
- “La mise en évidence de l’input: Théorie et pratique dans les classes de langue seconde.” Paper delivered for the 20th Annual Meeting of the Fédération Internationale des Professeurs de Langues Vivantes, Paris, France, July 2000.
- “Textual enhancement research: Theoretical implications and empirical evidence.” Colloquium presentation for the annual meeting of the American Association for Applied Linguistics, Vancouver, Canada, March 2000,
- “Modality and attention to meaning and form in the input: A partial replication of VanPatten (1990) in EFL.” Paper delivered at the annual meeting of the Canadian Association for Applied Linguistics, Sherbrooke, Quebec, June 1999.
- “La mise en évidence de l’input dans la classe de langue seconde” (with D. Simard). Paper delivered at the annual meeting of the Canadian Association for Applied Linguistics, Sherbrooke, Quebec, June 1999.
- “The Effects of Input Enhancement and Input Simplification on Adult French Learners’ Processing of *savoir* and *connaître*.” Paper delivered for the fourth bi-annual meeting of the International Conference of the Association for Language Awareness, Quebec City, Quebec, June 1998.

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“Zola et le Naturalisme dans l’univers romanesque de Gabrielle Roy.” Paper delivered at the annual meeting of the Association internationale pour Zola et le Naturalisme (AIZEN), New York, NY, September 1997.

Regional Presentations

“Modality and attention to meaning and form in the input.” Paper delivered at the Second Language Acquisition Teacher Education Colloquium, University of Illinois at Urbana-Champaign, November 17, 1999.

“La vigilance, l’orientation et la détection: Une revue critique du rôle de l’attention en acquisition des langues secondes” (with D. Simard). Paper delivered for Groupes de recherches en didactique des langues (GREDIL), Université Laval, Quebec City, Québec, June 1999.

“La modalité et l’attention portées à la forme et au sens de l’input.” Thirteenth Annual meeting of *Les journées de linguistique*, Quebec City, Quebec. March 1999.

“L’effet de la mise en évidence de l’input et de la simplification de l’input sur l’apprentissage des verbes <<savoir>> et <<connaître>> chez les apprenants de français langue étrangère” December 1998, Groupes de recherches en didactique des langues (GREDIL), Université Laval, Quebec City, Québec.

“La chanson québécoise: Voix immortelle d’un peuple.” Paper delivered at the University of Illinois at Urbana-Champaign Interdisciplinary Conference on French Studies, Urbana, IL, March 1996.

Invited Teacher Training Workshops/Presentations

Washington University (Saint Louis, MO)

Nov 2017 “Structured Input: Creating activities to enhance L2 classroom instruction.” Workshop for lecturers and graduate teaching associates of modern languages.

Oct 2001 “Textual Enhancement: Research and Application.” Workshop for graduate teaching associates in the Department of Romance Languages.

Université Laval (Quebec City, Canada)

Feb 2016 “‘Liaisons’: une approche axée sur la théorie *input processing*.” Lecture for students in *didactique des langues* class.

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Feb 2015 “‘Liaisons’: une approche axée sur la théorie *input processing*.” Lecture for students in *didactique des langues* class.

State University of New York at Buffalo (Buffalo, NY)

Nov 2015 “Discover! Connect! Create! Making Presentation and Practice Come Alive in the Communicative Language Teaching Classroom.” Workshop for graduate teaching associates and lecturers in romance languages.

Penn State University (State College, PA)

April 2013 “Discover! Connect! Create!: Making Presentation and Practice Come Alive in the French Communicative Language Teaching Classroom.” Presentation for instructors of French.

Harvard University (Boston, MA)

Aug 2011 “How to Make Communication Come ALIVE in the Communicative Language Teaching Classroom!” Talk for the Department of Romance Languages’ TA training workshop.

University of Akron (Akron, OH)

Feb 2010 “Using Movies and Videos as Input in Communicative Language Teaching.” Workshop for language instructors.

Walsh University (Canton, OH)

Feb 2007 “Drawing Learners’ Attention to Grammatical Form: Input Enhancement.” Invited 6-hour workshop for language instructors as part of the Northeast Ohio Language Alliance (NEOLA), Walsh University, Canton, OH, February 17, 2007.

Pui Tak Community Center (Chicago, IL)

April 1996 “How Do We Learn Languages? A Principled Approach to Teaching ESL.” Workshop for English as a second language instructors.

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Regional Workshops/Forums

“Transparency and metacognition in online courses: Rubrics and discussion forums.” College of Arts and Sciences Teaching Forum. The Ohio State University, Columbus, OH, March 21, 2022.

“Making Connections: Creating Structured Input Activities to Connect Form and Meaning in the L2 Classroom.” Three-hour workshop for the Central States Conference, Columbus, OH, March 10, 2016.

“Making Form-Meaning Connections in Foreign Language Classrooms: Structured Input as Grammar Instruction.” Workshop for Heinle-Cengage World Languages Experience, Orange County, CA, April 1, 2011